**HDR Supervision**

The EDRS discussion with your Head of School should include an open and frank appraisal of your current HDR supervisory activities (PhD, MPhil, other doctoral research students), including the rate of progress of the candidate(s).

As an HDR Supervisor you have overall responsibility for overseeing, guiding and monitoring your students’ progress including identifying opportunities for professional development activities. It is the responsibility of the HDR Supervisor to ensure that all required Ethics and Compliance approvals are gained before any research is undertaken, this is a vital part of your HDR students learning experience. The discussion with your Head of School should highlight achievements during the preceding year so that progress can clearly be seen. The EDRS is an important tool for identifying any problems that may be occurring so that they can be documented and resolved. The [HDR Policy – Schedule 2](https://research.csu.edu.au/supervision/resources-forms-and-guides) provides guidance on the responsibilities of the Principal Supervisor and Supervisory Team, and maybe a useful reference in your discussion.

The guidance framework below provides some examples of areas of practice that might be included. Please note this is only a guide and should not be used as a checklist by staff or Head of School but rather as a guide to discussions or as a reflection tool, about supervision performance, achievements, and areas for improvement or where further support or professional development may be needed.

| **Practice Areas** |
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| 1. **Supervisor as a guide and teacher**-

This could be demonstrated by: * effective approaches to guidance during the planning of research projects;
* structures established for ongoing interaction with students;
* critical analysis of student work and timely feedback;
* maintaining a balance between providing guidance and encouraging a student’s independence;
* fostering and facilitating the student’s development of academic skills and self-direction;
* assistance with the student’s accessing of specialist expertise (e.g. statistics, computing, language);
* ensuring all required Ethics and Compliance approvals are obtained before commencing relevant research activity.
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| 1. **Supervisor as a mentor**

This could be demonstrated by: * support and encouragement given to the student;
* assisting the student to establish and use networks with other students and academics and supervisory panel members;
* provision of conference and publication support for the student;
* use of budgeting and grant funds to provide support to the student;
* knowledge of the University’s administrative processes relating to supervision (e.g. codes of practice, progress review, submission and examination, scholarships);
* advice to the student on job contacts and possibilities;
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| 1. **Supervision related Professional Development planned or undertaken**

This could include:* PD modules offered through CSU;
* External training;
* Faculty or school based activities;
* Mentoring, reflective and reflexive practice group activities;
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| 1. **Areas of concern or support needed**

This could include:* Concerns with individual students;
* Time or load management;
* Access to appropriate support;
* Personal or wellbeing matters;
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| 1. **Supervised Student’s Achievements or Milestones**

This could include:* Submissions or Completions;
* Publications;
* Helping a student past a barrier or to a successful outcome;
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